

Gallaudet Fact—

Q: Who was the first Gallaudet student?

Answer on page 3.



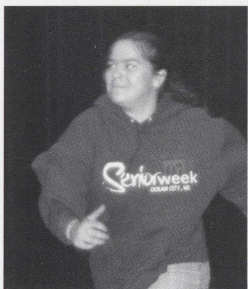
Students (from left): Scott Cohen, Dean Rousseau, and Rebecca Lehman, and Dr. Jorge Santiago-Blay, an associate professor in the Department of Biology, visit President Davila to discuss how writing in the discipline fosters learning. (Note: Santiago-Blay's article on a successful exercise in writing in the discipline undertaken by "Biology 332 [Botany]" students last fall appeared in the July 6 issue of *On the Green*.)

**[TEAM
GALLAUDET]**
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IN THIS ISSUE



Eileen Matthews leads an exercise during a July 24 workshop on assessment for Administration and Finance.



Norah Matthews performs a warm-up exercise for the "De-Verbalizing the Scene" workshop.



MSSD graduate Mary D'Angelo joins an elite group of deaf EMTs.

On the Green—A publication for Gallaudet faculty, teachers, and staff
Gallaudet University • 800 Florida Avenue NE, Washington, DC 20002-3695

Medical students, deaf community benefit from intensive summer program at Gallaudet



Medical students and counseling students form a circle in a Discovery Program exercise which was part of the ASL, Deaf Culture, and Cancer Control Fellowship Program.

Cathy Yao, a medical student from the University of California—San Diego (UCSD), shut her eyes, then let herself fall backwards. Yao's classmates rushed forward and caught her—as she hoped they would. She then joined the group of rescuers who would break the falls of others who agreed to put their fate in the hands of their peers.

This exercise in building trust in Gallaudet's Discovery Program was just a small part of the activities these medical students engaged in during the month they spent on Kendall Green this summer. As participants in the ASL, Deaf Culture, and Cancer Control Fellowship Program, their primary goals were to hone their ASL skills and learn first-hand about healthcare in the deaf community. In addition to the demanding workload of medical school, the program participants, most of whom will be second-year medical students in the fall, will continue with ASL studies and medical research projects focused on the deaf community. The UCSD students eventually will give presenta-

tions on cancer education and wellness topics for deaf audiences. Later, many will seek out medical rotations in hospitals and clinics in areas with large deaf communities.

Students in this program get a three-dimensional view of the language and culture. "We learn all the time here, not just in the classroom," said Yao. Like her fellow students, she had been spending time with deaf peers and using ASL in both instructional and social situations.

Others agreed that the personal interaction was a valuable part of the summer experience. "We have gotten a lot of second-hand informa-

tion, so it's especially nice to confirm it or have it clarified from the deaf community itself," said medical student Bansari Shah of her time at Gallaudet.

This year, word got around about the summer program, and the five UCSD students were joined by Parthener Pinder, a student from Universidad de Montemorelos in Montemorelos, Mexico, and Stephen Barnett, a practicing physician from Rochester, N.Y. The program also drew interpreting students who hope to work in such settings. Activities included presentations by deaf cancer survivors, a trip to an anatomy exhibit, and a visit to the Clerc Center's Cochlear Implant Center. Another activity was accompanying Dr. Rachel St. John on patient visits at Georgetown University Hospital's Kids Clinic for the Deaf. St. John, who has presented at previous summer programs, is the director of the clinic and holds a master's in mental health counseling from Gallaudet.

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Leadership lessons and cultural richness mark students' experiences at the National Asian Deaf Congress conference

A group of international Gallaudet students learned about their communities and helped other students like themselves overcome their struggles. Nelexis Garces, Sisakoth Chhun, Ryan Barlongo, Chi Ming Pun, Jiayi Zhou, and Abhishek Dasgupta were sponsored by the Office of Admissions and Student Affairs to attend the 2007 National Asian Deaf Congress (NADC) in San Francisco from June 30 to July 4.

The participants met students, professionals, and leaders in the Asian deaf community, participated in workshops, and attended presentations. Gallaudet students, including Zhou and Dasgupta, served as panelists for a discussion on international students' experiences. There, students and educators had a chance to discuss topics like dealing with culture shock and learning English and ASL.

Other members of the Gallaudet community were also involved. Cheryl Wu, assistant professor in the Department of Counseling, co-chaired the Family Program as part of the Conference Planning Committee, and Thuan Nguyen, coordinator of Mentoring and Minority Academic Support Programs in the Center for Academic Programs and Student Services, gave the closing keynote address. Both also led workshops, which are described here.

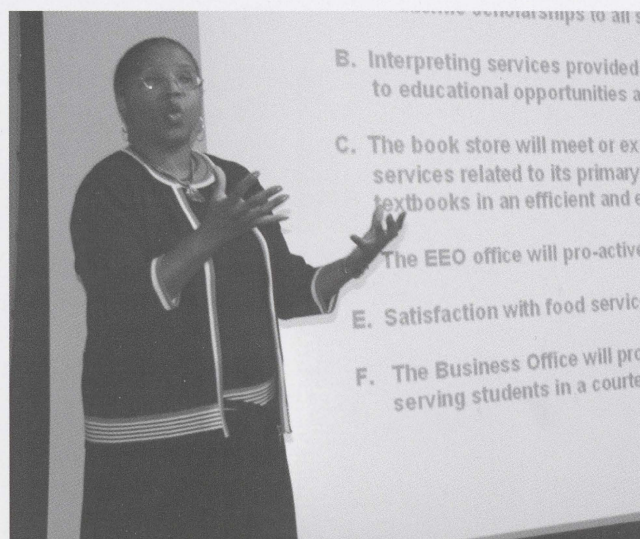
Leadership was a major emphasis of the conference. Zhou described some of the new realizations and tools she gained. "Before, I didn't see many leaders and I thought it would be difficult to become one," she said. "At the conference, I realized that you can, and I saw so many who already have."

Zhou, a native of Shanghai, China, would like to establish the same kinds of workshops she experienced at NADC in her own country. That way, those who couldn't come to the United States for NADC could have that empowering experience at home.

Dasgupta, who is from Kolkata (Calcutta), India, hopes to use his new skills and motivation in the U.S., specifically at Gallaudet. He looks forward to "opening dialogue to welcome ideas and strategies for building the deaf community on all levels at Gallaudet," he said. Dasgupta was inspired by the many Asian cultures and histories represented at NADC, seeing them as parallel to the increasingly diverse University. ■

Administration & Finance

Assessment and planning activities under way



(Left): Eileen Matthews, director of assessment in the Office of the Provost, leads an exercise at a July 24 workshop for units in Administration and Finance, including (below) Information Technology Services staff members (from left): Suzy Seidenberg, Jon Mitchiner, Harvey Grossinger, and Charles Drawdy.



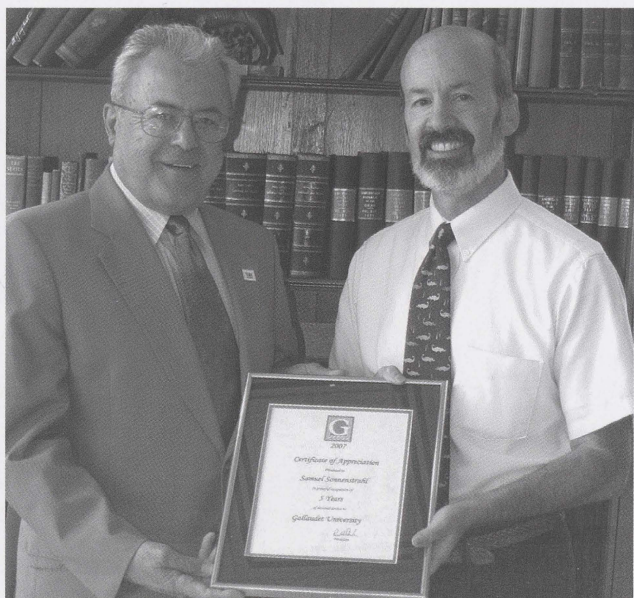
In response to feedback received from the Middle States Commission on Higher Education (MSCHE), the Division of Administration and Finance (A&F) has formed an A&F Assessment Team to help coordinate strategic planning and assessment activities.

The first charge of the team was to review the current A&F mission statement and recommend revisions to Vice President Paul Kelly. Kelly also asked the team to develop several broad strategic goals for the division.

The next step in the assessment process was to involve each department within A&F. Each department was charged with developing its own mission statement and goals. To assist department administrators with this task, Eileen Matthews, director of assessment in the

Office of the Provost, led a half-day workshop on July 24. These proposed mission statements and goals will be reviewed by the A&F Assessment Team and, when finalized, will be placed on the department's web page.

Kelly stated that "development of mission statements and goals was the first step toward the establishment of an ongoing assessment process within A&F to ensure continuous quality improvements in the services provided to the Gallaudet community." He added, "By being a part of a University-wide assessment effort, I see a wonderful opportunity for improved communications with other parts of the University and a shared focus and understanding of how we can make Gallaudet even better."



President Davila congratulates Sam Sonnenstrahl, director of Alumni Relations, on five years of service to Gallaudet. "Thank you for your good work in building the support of alumni," Dr. Davila told Sonnenstrahl. "I look forward to working with you to strengthen and develop new directions that will assist our University to improve on ways to serve our students and former students."

New students explore ASL and Gallaudet for the first time

Right now, 15 new undergraduate students are living on Kendall Green, but they are on a journey into a new world. As part of the New Signers Program (NSP), they are learning ASL, discovering deaf culture, and getting to know each other and Gallaudet.

The month-long program for students with little or no previous knowledge of ASL includes sign classes, conversational sessions, the Personal Discovery program, and rehearsals for a skit night in their last week. They also attend academic advising sessions and workshops on transition. Special events like ASL Fest, a trip to Ocean City, Md., and participation in a program called Inner Quest round out the experience.

While the students all qualify as new signers, their backgrounds vary. Roslyn Delgado transferred to Gallaudet from a university in London and had never studied ASL. Andreas Hvidtfeldt, from Denmark, grew up in a signing deaf family and attended a deaf high school.

While she knew no ASL at the beginning of NSP, Delgado said the interaction with other students and the individual attention in classes have helped her improve. "The teacher's style is very personal," she said. Hvidtfeldt said the Gallaudet experience has been a way to satisfy his fascination with new faces: "The most interesting part is seeing different signing styles and students with different backgrounds," he said.

At the beginning of NSP, students were divided into several groups according to familiarity with ASL. This placed them in daily ASL classes that would best fit their needs. For Asha Rajashekhar, who grew up in Germany using German Sign Language, the challenge came with the new significance of familiar gestures. "Many of the signs are the same, but the meanings are different," she observed, "and it was hard to get used to the fingerspelling."

For many parts of the program, the whole group comes together. According to Andrew Brinks, assistant professor in the Department of Physical Education and Recreation and the NSP co-coordinator, this is crucial. "Interacting is very important," he said, noting that there is time for both structured learning exercises and informal socializing.

Discovering Gallaudet is also a bonus, Brinks added. Many of the students feel more valued on the cozy Gallaudet campus. At larger schools, they may have gotten lost in the shuffle or were hesitant to jump into the fray. "They feel that people really care about them here," said Brinks.



New Signer Program participants Asha Rajashekhar (left) and Andreas Hvidtfeldt pose for a picture in the computer lab.

Nominations sought for honorary degree, professor/dean emeritus recipients

On behalf of the Honorary Degree Committee, the Office of the Provost is once again soliciting nominations for individuals to be considered for an honorary degree award, professor emeritus, and dean emeritus status at the May 2008 Commencement.

In awarding these distinguished honors, the University seeks to recognize deaf, hard of hearing, and hearing individuals for exemplary service to deaf and hard of hearing communities of all types. Individuals nominated for honorary degrees should have considerable achievement and have made notable contributions to the quality of life in the deaf community.

In addition to new nominations, the committee carefully reviews the files of individuals who have previously been nominated or been under consideration for nomination. Updated information about these individuals is welcomed and encouraged.

Nomination forms for each category of award and a list of past recipients of honorary degrees between 1988 and 2007 can be found at academic.affairs.gallaudet.edu/Forms/honorary-degrees.html. The nomination forms include the eligibility criteria for these special honors.

The campus community's input is essential in helping the University recognize individuals whose work and extraordinary achievements have advanced

opportunities for deaf and hard of hearing people. Please forward honorary degree, professor emeritus, and dean emeritus nominations to the Office of the Provost, HMB S400, or send via email to provost@gallaudet.edu, by August 28.

ON THE GREEN

Kendall Green
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695

Published bi-weekly for the staff, teachers, and faculty of Gallaudet University by the Office of Public Relations.

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Graphic Design & Production

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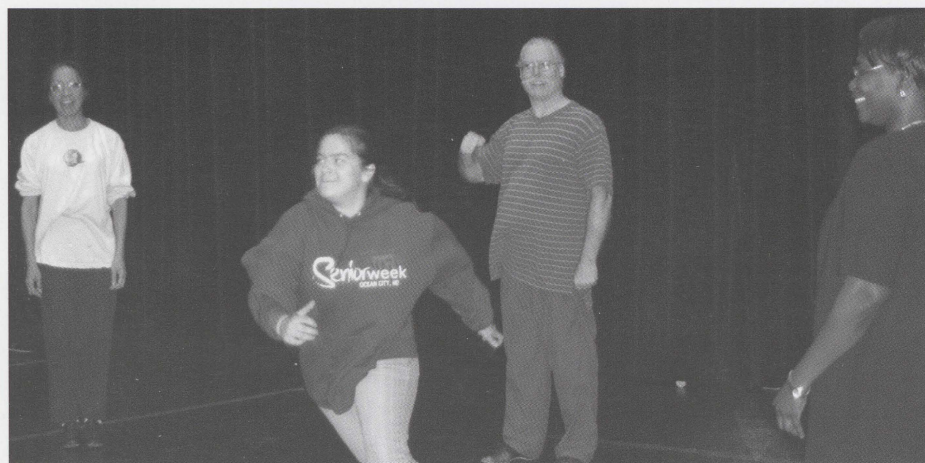
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For actors in this summer workshop, non-verbal cues are the thing



Norah Matthews runs toward a fellow actor during a warm-up exercise for the "De-Verbalizing the Scene" workshop. Workshop participants Patricia Hill (left) and Juliana Sarkodee (right) and instructor Tim Chamberlain look on.

In acting, the script is only one means of getting an actor's message to the audience—it's what happens between the words that helps make the full impact. This is what instructors Tim Chamberlain and Monique Holt believe and are exploring this summer with "De-Verbalizing the Scene," a free, 14-session workshop.

"De-verbalizing is about body language, how you draw the audience in with it," said Holt, who teaches as a President's Fellow in Gallaudet's Department of Theatre Arts. Chamberlain, who holds a master of fine arts degree in directing from The Catholic University of America, explained, "We embrace any age, skill, or background in an actor, and are open to any kind of script. For in each case these people meet and actions occur, whether these people sign or speak."

The teaching team attracted a group of deaf and hearing actors from around the Washington, D.C. area as their students, and no ASL skills were required to join. They did, however, have two criteria: "Curiosity and motivation—that's all we want," said Holt.

On a recent evening, workshop participants demonstrated both of those requirements. They began with an energetic game of tag based on gestures, which emphasized the importance of goals with the use of visual cues. Then they went on to tell two-minute stories with descriptive facial expressions and body movement. The fact that participants had widely varied signing levels actually brought more focus to the non-language cues they used.

With this kind of acting work, Chamberlain and Holt hope to draw attention to elements that actors might take for granted. Among other things, students are encouraged to listen to the actions and reactions of others, explore the space between people, and examine motivations. The instructors use video recording so that participants can critique themselves later, a technique they say is

extremely valuable but woefully underutilized in acting classes.

The approach is indeed revolutionary, but is also based on proven techniques. Chamberlain and Holt's inspiration comes from actors and teachers like Uta Hagen, who emphasized the thoughts and emotions behind performance, and Anne Bogart, who has used the Viewpoints technique involving non-verbal acting. They also draw inspiration from the Merce Cunningham Dance Company, which brought together the two collaborators. As students of Cunningham, they would often practice the steps without music, making the movements occur in their natural rhythm. Similarly, the teachers say, "De-verbalizing the Scene" helps actors find their rhythm—the movement, breathing, and hesitations—which are embodied by the actor, but only suggested in a script.

This summer, the teachers volunteered their time to plan and implement the program. If this pilot is successful, Chamberlain and Holt hope to make "De-verbalizing the Scene" a regular summer event at Gallaudet. It could involve high school students, professional actors, or others, they said.

The timing of the workshop and the mix of deaf and hearing actors are two elements they would like to keep. "The summer months are less busy for students and professionals, and also the perfect time to try something fun and different," Holt said. Both want a diverse group. Language and culture are not barriers, Holt and Chamberlain believe, but instead opportunities to increase awareness.

When asked about a final performance to show what students have learned, the teaching team was very clear. "Performance and learning are different," Chamberlain said. They focus on the latter. The students will work on more involved scenes over the seven weeks of the course, and the team hopes that they will take what they have learned into the world with them. ■

Personnel Notes

Service Awards for June

Five years:

Bernadine Bertrand, accounts receivable analyst, Finance Office; **Hollie Fallstone**, human resources specialist, Human Resources Services; **Carla Shird**, mental health counselor, Mental Health Center; **Samuel Sonnenstrahl**, director, Alumni Relations and executive director, Gallaudet University Alumni Association

Ten years:

Jacqueline Campbell, driver, Transportation

Fifteen years:

Stephanie Dickens, user support specialist, Telecommunications; **Ying Yu**, acquisitions coordinator, Library

Twenty years:

Rita Jenoure, coordinator of faculty personnel and academic planning, Graduate School and Professional Studies; **Leon Simpson**, groundskeeper/trash removal, Grounds Services; **Peter Un**, database administrator, Information Technology Services

Twenty-five years:

Francis Duffy, professor, Administration and Supervision; **Priscilla O'Donnell**, manager, Bookstore

Thirty-five years:

Rebecca Hogan, director, CLAST Special Programs

New employees hired in June

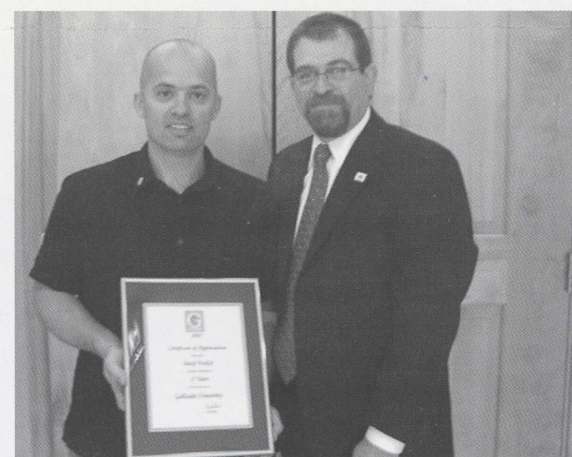
Daniel Bauer, public safety guard, Department of Public Safety; **Haywood Beale Sr.**, first class engineer, Utilities Services; **Rafael Gonzalez**, driver, Transportation; **Stephen Kalmus**, first class engineer, Utilities Services; **Seung Kim**, information technology technician, Information Technology Services; **Janine Mazzuca**, senior research and clinical engineer, Audiology

Promotions in June

James Cromer, operations supervisor, Gallaudet Interpreting Service; **Stephanie Deja**, Interpreter III, Gallaudet Interpreting Service; **Sean Hourihan**, senior media engineer, Academic Computing and Engineering; **Brad Leon**, interpreter III, Gallaudet Interpreting Service; **Wendy Potts**, manager/deputy chief, field services, Department of Public Safety; **Matthew Terry**, scheduler/team leader, Gallaudet Interpreting Service; **Jeffrey Whitaker**, media and classroom technology manager, Academic Computing and Engineering; **Robert Wilson**, communications services manager, Department of Public Safety

Retirements in June

Russell Olson, Government and History; **Deborah VanCleve**, Gallaudet Interpreting Service



Daryl Frelich, senior research analyst for the Office of Institutional Research, was congratulated for 15 years of service to Gallaudet by Provost Stephen Weiner, who presented Frelich with his plaque.

Among Ourselves

Shane Bowers, a junior majoring in recreation and a two-time cancer survivor, will do his part to help support America's 10 million-plus cancer survivors by raising funds in the LIVESTRONG Challenge bicycling event in Philadelphia, Pa. LIVESTRONG, the signature fundraising venture of the Lance Armstrong Foundation, takes place nationwide each year in several cities. It starts this year with the Philadelphia challenge on August 26, followed by challenges in Portland, Ore. on September 30 and Austin, Tex. on October 13. Bowers volunteered for LIVESTRONG in 2006, and this year he will be riding in the challenge. His fundraising goal is \$2,500; to date, he has raised \$1,530. The deadline to make a donation is August 23. Read more about Bowers' involvement in the challenge, and contact him to make a donation by going to philly07.livestrong.org/4shane.

Going, Going, Gone

FOR SALE: House in Davidsonville, Md., easy access to Rt. 50, D.C., and Baltimore; preview online at www.themurrayhometeam.com or MLS: AA6415659.

FOR SALE: Townhouse in Crofton, Md., great location, 3-level, 4-BR, 3-1/2-BA, jacuzzi tub, finished walkout basement w/fireplace, large eat-in kitchen w/new microwave, deck, fresh paint, cleaned carpets, HOA inc. use of 3 pools, priced for quick sale at \$365,000, MLS: AA6468844. Call Cherie Crossman at (410) 544-9134.

Gallaudet Fact—

A. According to Edward Miner Gallaudet's *History of the College for the Deaf 1857-1907*, the first student to officially enroll in collegiate study was Melville Ballard. He was soon joined by six others to create the first Gallaudet class.

Clerc Center Happenings

MSSD graduate works as certified Emergency Medical Technician

By Susan M. Flanigan

Mary D'Angelo, a 2006 MSSD alumna, became the first deaf EMT in Schuylkill County, Pa.—and one of four deaf EMTs in the state—when she was certified in May.

D'Angelo began working as an EMT while she was a student at MSSD. "The Tamaqua [Pa.] Community Ambulance Association is a volunteer organization, so I joined and ran calls whenever I could while I was in my senior year at MSSD. I would go home on weekends... After graduation, I ran more and more hours," she explained. She was taught how to use life saving equipment, and observed EMTs and paramedics as they evaluated patients and made assessments of the patients' overall health. "Over time, I gained trust and experience and became more involved in patient care. By the time I was certified, I was fully incorporated in pretty much everything," she said.

Credit for gaining the needed skills to prepare for the world of work goes to the MSSD Internship Program, said D'Angelo. "The internship program taught me how to interact with my superiors, how to address problems that I encountered while going through training, and how to deal with people who did not understand how to work with me [as a deaf person] in the best way."

"The funny thing is," D'Angelo said, "the thought never crossed my mind that I'd end up becoming an EMT. I had wanted to be a nurse, but I witnessed a vehicle accident and I became involved in care alongside EMTs who arrived on the scene. Afterwards, I realized that this was something I could do in addition to being a nurse. I felt that I would have a more complete understanding of the chain of care starting on the outside of the hospital up to rehabilitation."

Some people, including D'Angelo's family, were initially concerned that her



Mary D'Angelo

being deaf would be an obstacle as an EMT. "I can understand why since there are several aspects of being an EMT that require the ability to hear, such as assessing lung sounds, taking blood pressure, and, more important, clear communication with the patients and those I work with," she said. "However, technology has been a big help. I have an electronic stethoscope that amplifies sounds and enables me to hear so I can make those assessments. I also work with wonderful people in the field, so I do not have any major issues."

D'Angelo is currently majoring in biology at Lehigh Carbon Community College and will be entering a nursing program next spring. Her goals are to continue her training as an EMT and to work toward a paramedic certificate. Ultimately, she is looking to become a registered nurse or possibly a family doctor. ■

Medical students and the deaf community

continued from page 1

The Cancer Control Program began in 2003, thanks to a five-year grant from the National Cancer Institute (NCI) in which Gallaudet is a partner, along with the Rebecca and John Moores UCSD Cancer Center and Deaf Community Services of San Diego. Since 2004, Dr. Linda Lytle, assistant professor in the Department of Counseling, has served as director of the summer component.

With Lytle's help, the series of classes, presentations, and other experiences at Gallaudet has continually changed to keep up with students' needs. Gallaudet's Center for ASL Literacy created targeted classes for the program called Health Care Settings, which focus on medical vocabulary and concepts. This year, help from second year counseling graduate student Jessica Rogers was another innovation. Rogers accompanied the participants during activities, signed with them, and answered questions. Several other deaf graduate students joined the field trips.

Aurora McAllister, one of the UCSD students, appreciated this kind of interaction. "We have a lot of opportunity to be immersed, which has really helped my signing," she said. Others echoed her sentiments, including Lytle. "Even when exploring the city or the local bar scene, everyone is signing," she explained. "Quite honestly, I think this part of the program is the most important one!"

Eye-opening moments

The group's trip to an anatomy exhibit in Rosslyn, Va. was an educational one. The students were able to apply their ASL skills to describe the human anatomy displays, but perhaps the most important lesson was about human interaction. Students were surprised to see the deaf people involved in the program patronized by the hearing staff. They were treated more like children than the well-educated adults they were. This was not uncommon, the students soon learned.

Guest speakers explained the challenges that people who are deaf or hard of hearing face, compounding harrowing experiences with debilitating diseases like cancer. Anita Buel, a breast cancer survivor and founder of the Pink Deafies support group for other survivors of the disease, described the difficulties with getting medical information she had when she was fighting cancer. She also talked about the progress being made by a new group she has founded, Deaf Community Health Workers.

Phil Aiello, a Gallaudet alumnus, presented about his experience with testicular cancer and the taboos and lack of information about the subject. He also discussed ways to make medical presentations more visual and the reactions of the deaf community to health education.

"I am reminded about how little society does to make accommodations for people," said Elana Godebu, who wants to become an oncologist and plans to make outreach and education in the deaf

community part of her career. This realization gave her insight into the culture. "I appreciate anew why deaf culture exists and why it needs to persist as a support network," she said.

By the end of the summer program, Lytle sees many changes in the participants. While students note their heightened awareness of the deaf experience, she notices major improvement in their confidence and language skills. "Students typically arrive having limited experience communicating with deaf individuals and are more skilled expressively than receptively," she said. The immersion and social interaction change that, and students leave with a better understanding of sign and the self-assurance to strike up conversations.

An impact on new doctors

The purpose of the program, Lytle said, is not necessarily to create doctors who are fluent in ASL. Instead, she said, the goal is to create doctors "who are comfortable with deaf people as well as knowledgeable about deaf culture and sensitive to issues our community faces. They should be advocates for us wherever they work... I think of it as developing awareness and a proactive attitude."

"I have met so many patient and fantastic teachers," said Godebu. She added that some of those wonderful teachers were the deaf graduate students who worked with the program. For her, the experience was both educational and motivating. "I feel so much improvement, but still so much room to improve," she said.

Georgia Sadler, director of community outreach at the UCSD Cancer Center and author of the NCI grant, has seen over 20 students participate in the program. Two of them are already using their new degrees and knowledge of the deaf community in a pediatric residency program at the UCSD/Rady Children's Hospital, which sees a large number of deaf and hard of hearing patients through its speech and hearing center. One of these new doctors is Waheeda Samady.

"I remember seeing the words 'deaf culture' on the letter explaining this program and I thought, 'Why haven't I heard of this before?'" she recalled. Curiosity and the fact that her father lost much of his hearing later in life drew Samady to the program. What she discovered there, she said, is sure to influence her medical career.

Samady has already decided how her Cancer Control Fellowship experience will influence her work in pediatrics; in an outpatient clinic or hospital setting, she will set aside clinic times for deaf children and parents. If she goes into public health, her work will involve outreach to the deaf community.

"I expected the program to be like everything else I had ever volunteered for... a learning opportunity, a chance to enhance my language skills, and most interesting to me, a chance to educate others," Samady said. "What I didn't expect was how much I would learn to love this community and how big of a place in my heart they would occupy." ■

Ask Cousin Sally

Dear Cousin Sally,

It's so hot! Do I really have to work?

Melting

Dear Melting,

The answer, plain and simple, is YES. Let me list a few reasons:

1. Air conditioning
2. Students
3. Air conditioning

Now, when I was growing up, our reason for living and breathing was our dear Holsteins and Guernseys. Those ladies had to eat and get milked no matter how hot it was, and you can bet your desk toys that those barns did not have A.C.!

As someone who works at Gallaudet, your purpose in life is to serve those folks who come here for an education. And the school has kindly provided air conditioning in the summer and heat in the winter while you do just that.

If you happen to work outside, that makes life a little more difficult, but no matter what you do or the small discomforts you might have, a little sweat is well worth it for those future graduates. Think of that next time you get back to your climate-controlled office from a hot walk across Kendall Green.

Cousin Sally is a former dairy farmer who now tells people what to do for a living. Send her your question at cousin.sally@gallaudet.edu.